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AUTHOR Vyas, Premila H.
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ABSTRACT

This study sought to: (1) determine the opinions, attitudes, and group opinions of different curricular groups; (2) determine the student's reaction to college policies and practices in an effort to determine whether or not the student's perceived needs were being met and/or whether they perceived changes which they felt needed to be made; and (3) explore the student's opinions and evaluation of various aspects of the college. The subject population consisted of 300 students from various colleges of Texas Southern University. Institutional self-devised instruments were used to evaluate the perceptions of students. Results show significant relationships between: (1) students' perceptions of their majors and the school in which they are enrolled; (2) students' perceptions of their vocational choice and the school in which they are enrolled; and (3) students' perceptions of non-academic achievement areas and the college in which they are enrolled. The author concludes that a student's academic background affects his or her vocational goals and social values. Implications for guidance and curriculum development are discussed with particular emphasis on culturally different students. (RWP)

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EVALUATION AND GUIDANCE OF CULTURALLY DIFFERENT

Differences In Perception of "Minority-Group" Students In A Rapidly Changing Urban University Environment

A Study done and Prepared by

Dr. Premila H. Vyas

Texas Southern University

Houston, Texas 77004

(1974)

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Res. Address:
2223 Kipling, Apt. K
Houston, Texas 77004
Tel. (713) 523-0128

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EVALUATION AND GUIDANCE OF CULTURALLY DIFFERENT

Differences In Perception of "Minority-Group" Students In A Rapidly Changing Urban University Environment

I. Introduction

There was a growing need to understand "minority group" students perceptions in a rapidly changing urban environment for differential evaluation and guidance. Most of the institutions in the U.S.A., public schools as well as universities, have experienced rapid growth and changed racial composition in the last five to six years. Among the important social changes affecting students on the campus are: (1) the social climate has changed rapidly, (2) classroom teaching has been altered, (3) progra: elements have undergone and are undergoing changes, (4) racial integration has and is occuring in public schools and (5) the growth of federally subsidized programs for the culturally and economically underprivileged people.

There was a need to study the impact of integration upon Mexican Americans, Orientals, and Whites from poverty stricken areas in the urban university. Therefore, the effects of these social changes needed to be examined so as to determine how the students affected by these changes perceived the educational program.

Not much was known about the impact of these changing social conditions nor how students affected by these changes perceived their educational needs and how well those needs were being met. This study was undertaken as a solution for these current problems.

II. Related Research

Research related to this study is connected with groups all over the country. Many of them involve campus surveys of attitudes and goals as well as academic achievement of the student on the campus,[1,2,3] While many of them study perception in relation to social and non-social situations which have significant impact upon human behavior. Comb (77:59)[4] indicates that a frame of reference about people, ideas and goals seems to occur as a consequence of experience, where the experience is positive and self-enhancing or negative or threatening, a similar form of reference is involved.

Perception is an aspect of human behavior, and as such, it is subject to many of the same influences that shape other aspects of behavior. In particular, each individual experiences life within the context of a given culture. The components and quality of the experience combine to determine his response to a given stimulus situation.

Helper and Garfield (16:817-822)[5] reported a comparative study of perceptions held by Indian and Anglo adolescents. Ten concepts related

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[1]Feldman, K. B. Research Strategies in Studying College Impact. ACT Research Report No. 34, Iowa City, Iowa. The American College Testing Program, 1970.

[2]Akager, R.S. and L. A. Brakamp. Changes in Self-ratings and Life Goals as Related to Student Accomplishment in College, ACT, 1966.

[3]Traw, M. The Campus Viewed as a Culture. In H. T. Sprague (ed.), Research on College Students. Boulder, Colorado, Western Inter-State Commission for Higher Education, 1960.

[4]Comb, Arthur W. and Donald Snygg, Individual Behavior. New York: Harper and Row, 1959.

[5]Helper, Malcolm N. and Sol L. Garfield, "Use of the Semantic Differential to Study Aculturation in American Adolescents," Journal of Personality and Social Psychology, 1965.

to diverse cultural experiences were rated by the subjects. The result indicated that the Indian adolescents, both high and low achievers, were more like each other in response patterns than were the high and low Anglo achievers. These data suggest that the response sets and biases on cultural concepts were greater where there was limited experiential encounters in both groups (drinking, quitting school, etc.).

The effect of previous poverty experiences on success in the Teacher Corps was the subject of an investigation by Lawrence and Long (18:175-181).[6] Evaluation at the end of the training program indicated that persons who had some experience with poverty but had not worked in poverty or lived in poverty or both achieved a significantly higher rating on most of the scales.

Lawrence and Long concluded that it is likely that previous poverty experience does have an effect on success in Teacher Corps pre-service programs.

The impact of familiarity of experiences was the focus of an investigation by Bagby (1:331-334).[7] The result of the study revealed that the observers from each culture tended to see primarily the pictures of scenes familiar to them. He concluded that previous experiences were more fundamental in determining perceptions than present experiences.

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[6]Lawrence, G. H. and L. M. K. Long, "The Effect of Previous Poverty Experience on Success in Teacher Corps Pre-Service Program," The Journal of Teacher Education, 1969.

[7]Bagby, James W.,"A Cross-Cultural Study of Perceptual Predominance in Binocular Rivalry," The Journal of Abnormal and Social Psychology, 1957.

When conflict or stimuli were present, past experiences provided a more dominant set for perceiving materials.

Miller (23:216-424)[8] studied the relationship between experiences associated with social class status and perception of slum schools.

The evidence suggests that the group perceived learning and the community environment of the school more negatively than discipline, teaching, and teacher adjustment. However, all this research indicates that perception as a role of experience is a significant influence on human behavior. We presume that environmental changes on the campus have a definite impact on student perception. Knowledge of their perception of various features of the campus environment can provide some directions in planning or modifying both the student personnel and academic programs.

III. Purpose of the Study

The purpose of the study was to evaluate the impact of changing institutional thrusts upon student perceptions and comparison of the student's perceptions of the institution between groups. The questions were:

1. To determine the opinions, attitudes and group opinions of different curricular programs.
2. To determine the student's reaction to college policies and practices, facilities, programs, instructors and student services in an effort to determine whether or not the student's perceived needs are being met and/or whether they perceived changes which they felt needed to be made.

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[8]Miller, Harry L., "The Relation of Social Class to Slum School Attitudes Among Education Students in an Urban College," The Journal of Teacher Education, 1968.

3. To explore the student's opinions and evaluation of various aspects of the college.

IV. Methods

(1) This study was done at Texas Southern University, which is a predominantly Black College, located in the heart of the big city of Houston. It is a state designated "special purpose" university with the "Urban Thrust" as its central concern.

(2) The subjects of this study were approximately 100 juniors and seniors from the College of Arts and Science, 100 from the College of Education, 50 from the School of Business and 50 from the School of Technology at T.S.U. They were members of classes selected at random.

The investigator used the Institutional self-devised instruments, which are validated by the American College Testing Program, to evaluate the perception of the students, especially in the areas of attitudes, and opinions.

V. Results, Conclusions and Recommendations

(1) Do students majoring in different groups such as Education, Arts and Science, Business, Pharmacy, and Technology perceive their academic goals and objectives of their school differently?

Statistical analysis of the research indicates a significant relationship of the student's perception to their majors and the school they were enrolled in.

However, students from the College of Arts and Science perceived a wide variety of majors in other fields such as social science, scientific, health, art and humanities and trade, industry and technical field

as opposed to students from other professional schools at Texas Southern University.

It has a definite impact for guidance, especially for the administrators to review the curriculum from time to time to meet the needs of the students as well as society, e.g. A good number of students from the School of Technology have indicated good interest in the engineering field, but the school does not have an engineering college. That detours the development of the students. Of course, the university has recently introduced a new master's program in industrial technology. However, it indicates the importance of study to review the curriculum from time tc time.

It is also indicated by students of Arts and Science to introduce Black Psychology as a separate course, which suggests that maybe the administrators should review or involve students and consider their perceptions, which may help them for future planning as well as being a boost for the morale of the students' community.

(2) Do students' vocational choice in different groups, Education, Arts and Science, Business, Pharmacy and Technology, perceive their vocational field closely related to their majors?

Statistical analysis of the research indicates a significant relationship of the students' perception to their vocational choice and the school they are enrolled in.

However, students from the College of Arts and Science, and from the School of Education perceived a wide variety of vocational choices in the field of social science, business, health, art and humanities field as opposed to students from other schools at Texas Southern University.

In addition, a good number of students from Arts and Science are undecided about their vocation as opposed to students from other professional schools on the campus.

The results also indicate that students from the College of Education viewed elementary education more favorably as opposed to secondary education, guidance and counseling and administration.

It has definite impact for guidance counseling, especially in the vocational field. It indicates that the vocational guidance counselors should work more closely with students from Arts and Science as opposed to students from other professional schools such as Pharmacy, Business, Technology, and Education.

(3) Is there any relationship between the students using or not using services on the campus (academic, counseling, orientation, finance, housing advising, housing selection, health services) and the school they are enrolled in?

Statistical analysis of data indicates no significant relationship of the students selected services, whether used or not, in the college they are enrolled in.

However, the result indicates that students from Arts and Science viewed more favorably the housing selection service and financial aid services as opposed to students from the School of Technology which is significant.

While students from the School of Pharmacy viewed more favorably the orientation program as opposed to students from the School of Technology which is significant.

However, students from the School of Pharmacy viewed health services more favorably as opposed to students from other schools at T.S.U.

A larger percentage of students from the School of Technology viewed unfavorably the financial aid services, and housing selection services as opposed to students from Arts and Science which is significant.

(4) Is there any difference in perception between the students' perception of non-academic achievement area and the college they are enrolled in?

Statistical analysis of the data indicate significant relationship of the students' perception of non-academic achievement area and the college they are enrolled in.

As a whole minority group students perceived more favorably the area of social participation and religious service, while they perceived unfavorably the area of science, music and writing.

However, students from the School of Business viewed significantly more unfavorably the area of science when compared to students from the School of Technology.

Students from the School of Technology viewed significantly more unfavorably the area of writing when opposed to students from Arts and Science.

5. Is there any difference in perception of the students academic, vocational, social goals and achievement area of humanistic, personal development, college social and communication goals and the school they are enrolled in?

Data analysis of two schools which appear to differ most are:

(1) Students from the School of Business viewed more favorably the vocational goals as opposed to students from Arts and Science is significant.

(2) Students from Arts and Science viewed more favorably the social goals as opposed to students from the School of Technology is significant.

(3) Students from Arts and Science have an achievement progress in the area of personal development goals as opposed to students from the School of Pharmacy is significant.

It is interesting to notice that students from Arts and Science who supposedly have more humanistic background viewed social college goals and personal development goals more favorably; while students from the School of Business who are supposingly more pragmatic and professional oriented viewed more favorably the vocational goals when opposed to students from other schools at Texas Southern University.

The impact of this study indicates that students' academic background does affect its perception towards his or her vocational goals and social values. Not only that but minority groups should be evaluated and judged differently since they are culturally deprived and lack basic skills in writing or reading.

They should be encouraged for scientific areas and exposed to fine art areas more.

Such findings throw light on different problems, e.g. students in Technology may be older and made up of a bulk of part-time students. Though they may have responsibility for themselves and their families,

etc., that motivates them to find employment during the college year rather than financial aid. On the other hand, maybe the Technology students have not been treated as well by the financial aid office or maybe they just less often meet the requirements for financial aid assistance, etc., or students in Technology have set possible concreate goals where as a preponderance of the Arts and Science majors have done so. Perhaps this says something about the students' reasons for being in college, the prompting they have received from the parents and society, and the seriousness with which the students take his education or it may be possible that the Arts and Science students may be more concerned with learning for the sake of learning and to further themselves in intellectual growth rather than occupationally.

The result also indicates that students from the School of Pharmacy have utilized (72%) of the health services more as opposed to students from other schools at T.S.U. The reason may be that these students have health fields as their majors, that is why they perceived the importance of health services and utilized them more as opposed to other students.

Texas Southern University is predominantly a Black institution. Research indicates that previous experiences were more fundamental in determining perceptions than present experiences Bagby (1:331-334). (1) Since these minority group students are culturally deprived and not exposed to fine art areas, that is why they view unfavorable the area of Art. (2) Secondly, (Miller statistical relationship between experiences associated with social class status and perception of the slum schools. The evidence suggests that group perceived learning and the community environment of school negatively than discipline, teaching

and lecture adjustment) these students have different background in schools. They view unfavorably the area of science and writing or, (3) It may be that mostly these students are working and going to school and they have not time to take interest in the fine art area.

However, it is very important for the administration and guidance counselor to understand the background of these students and treat them differently. They should be exposed to the fine art areas. (2) They should have more remedial programs in reading and writing even at the college level. (3) There should be more workshops in science to encourage them in scientific fields.

TABLE VI*+

Non-academic participation of students by per cent among the sample of students drawn from five colleges (College of Education, College of Arts and Sciences, School of Business, School of Pharmacy and School of Technology) at Texas Southern University.

Item	ACADEMIC ACHIEVEMENT	% of students who took part in at least one activity for the given area N=52 EDUC.	N=29 ARTS & SCI.	N=27 BUS.	N=24 PHARM.	N=14 TECH.
1.	Leadership	35%	41%	24%**	46%*	43%
2.	Social Participation	46%*	45%	30%**	45%	36%
3.	Art	27%	38%*	04%**	29%	14%
4.	Social Service	58%*	58%*	48%**	54%	50%
5.	Science	12%	06%	0**	12%	21%*
6.	Humanistic-Cultural	40%	48%*	26%	29%	14%**
7.	Religious Service	52%*	41%	26%**	29%	28%
8.	Music	18%*	13%	15%	04%**	07%
9.	Writing	16%	35%*	15%	17%	0**
10.	Dramatic Art	22%	24%*	11%	08%**	14%
11.	No Response	19%	10%	24%	05%	22%

*+Statistical analysis of the data indicates significant relationship (.01 level) of the students' perception of non-academic achievement area and the college they are enrolled in with Chi square of 58.024 and with 40.000 degree of freedom.

*Highest per cent of students who participated in that area.
**Lowest per cent of students who participated in that area.

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CURRICULUM VITAE

DR. PREMILA H. VYAS

2223 Kipling, Apt. K, Houston, Texas 77006 Res. (713) 523-0128
Office 528-0611 Ext. 204

ASSIGNMENT DESIRED:

College teaching (Education, Educational Psychology, Educational Sociology, Secondary School Methods, Comparative Education)
Cross Cultural Programs (Coordinator, Consultant, Public Relations, Counselor, Public Speaking)
Public Schools (Curriculum)

PERSONAL DATA:

Birthplace: Dholka, India Date: August 19, 1928
Good Health, 5 ft., 118 lbs.
Widow: Husband (ear, nose, and throat specialist with Derbyshire Infirmary, Derby, England) came to Houston for special surgery but passed away on May 9, 1964. Decisions made to continue education inspite of lack of funds.

EDUCATION:

Doctorate of Education, University of Houston, U.S.A., Secondary Education, Technical Education '67
Masters of Education, University of Houston, U.S.A., Educational Psychology, Educational Sociology, Philosophy of Education '65
Diploma in Education, London University, U.K., Educational Psychology, Comparative Education '60
B. Ed. (II Class) M.S. University, India, Languages, History '54
B.A. (Honors) Bombay University, India, Languages '50
Matriculation, M.W.P. Girls High School, India '47

EXPERIENCE:

73-74, "Director" Graduate Research Project
72-73, "Director" Graduate Research Project
Teaching 333, Adolescent Psychology; 235, Educational Psychology; 131 General Psychology
70-71-72, Teaching 333, Adolescent Psychology; 235, Educational Psychology; 131 General Psychology
67-69, Texas Southern University, Teaching Education and General Psychology, Advisor of Master Thesis

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Gulf Schools Supplementary Education Center, Dissemination and Evaluation
63-64, M.S. University, India, Instructor, Educational Psychology
54-57, The Pioneer High School, India, Teacher
50-54, M.W.P. Girls High School, Teacher

PUBLICATIONS:

"A Study of the Student's Perception to the Environment at Texas Southern University", '74
Dissertation: "Selection of Participants for Polytechnic Institute Program", '67
Houston Post: Why Should We Not Appreciate Each Other, '66
Houston Post: How to Wrap A Sari, '64
Baroda Newspaper: Importance of English, '60
Baroda Newspaper: Primitive People, '60
Akandanand (Magazine): Western Marriage, '60

SCHOLARSHIPS:

P.E.O. Sisterhood Organization
Altruso International Organization
Oberholtzer (University of Houston)

PROFESSIONAL ACTIVITIES:

Prepared instructional television script about India for Spring Branch Independent School District
Speaker, Various professional organizations, including Texas State Teachers Association
Observed National Science Foundation Program at Texas Southern University, Summer, '67
Consultant, Altruso International Organizations
Speaker, Various business and women's organizations
Delegate at Teachers Convention, U.K., English as a Second Language

PROFESSIONAL ORGANIZATIONS:

American Association of University Professors-Active member
Southwestern Psychological Association
American Psychological Association
Texas State Teachers Association
Alpha Teachers Sorority, '66-67'
Alumni Association, University of Houston, member of Board of Education, '66-67'

OTHER ACTIVITIES:

Interests: reading, table tennis, swimming, dancing

Note. - ① Presented paper in ACPA convention. 15th April 1974 in Chicago. "Assessment and evidence of culturally different"
② Presented paper in Retreat in Washington on student development Commission. 14th May 1974.
③ "Who is who" in professional women of America 1974

A STUDY OF STUDENTS' PERCEPTION OF THE
ENVIRONMENT AT TEXAS SOUTHERN UNIVERSITY

This study has been conducted at Texas Southern University, which is located in the heart of the big city of Houston. The institution is predominantly Black, with more than a 6,000 student population and its goal is "special purpose" and "urban thrust." In recent years, the institution has been undergoing changes in its social climate as well as in its academic programs. The purpose of this study was to evaluate the impact of changing institutional thrusts and to determine how the students perceive this changing institutional thrust and whether their educational needs are being met or not. The subjects of this study were randomly selected students from five Colleges on the TSU campus; approximately 100 juniors and seniors from Arts and Sciences, 100 from Education, 50 from Business, 50 from Pharmacy, and 50 from Technology. The investigator used the Institutional Self-Study instrument to determine and to evaluate the impact of changing institutional thrusts upon students, especially attitudes, opinions, perceptions, etc.

For further information, please contact:

Dr. Premila H. Vyas

Residence: 223 Kipling, Apt. K.
Houston, Texas 77006
(713) 523-0128

Office: Texas Southern University
Dept. of Psychology and Philosophy
3201 Wheeler Avenue
Houston, Texas 77004
(713) 528-0611, Extension 204

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